

The Role Of Teachers In Development Of Assessment Instruments High Order Thinking Skill On SMP Negeri 2 Kaliangkrik

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Abstract

This study aims to describe the role of the teacher, the difficulties of the teacher and the efforts made by the teacher in the development of instruments for evaluating the High Order Thinking Skill in SMP Negeri 2 Kaliangkrik. This research is a descriptive study using a qualitative approach. Data collection techniques used were interviews, observation, and documentation. Data analysis techniques are carried out by inductive analysis. The technique of checking the validity of the data used in this study is the triangulation technique. The results showed that: (1) The role of the teacher in developing instruments for evaluating High Order Thinking Skill for SMP Negeri 2 Kaliangkrik can be seen through the preparation of learning implementation plans that have not developed a learning implementation plan according to the teacher's ability to develop instruments for evaluating High Order Thinking Skill; through the implementation of learning by teachers who have not developed instruments of assessment for High Order Thinking Skills in learning; and through the evaluation of learning by the teacher in different ways of development, so that the role of the teacher in developing assessment instruments to measure High Order Thinking Skills in SMP Negeri 2 Kaliangkrik has not been maximally implemented; (2) difficulties faced by junior high school teachers in developing assessment instruments to measure High Order Thinking Skills on the abilities of different students' mindsets and elaboration of 2013 Curriculum assessments; (3) efforts to overcome the difficulties of developing an instrument of assessment of the High Order Thinking Skill of Middle School is to explain to the teacher who is not clear, simplify the understanding of the questions, the MGMP forum.

Keywords: *Role of Teachers, instruments for evaluating High Order Thinking Skill.*

Background

Education is a conscious effort and planned to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. (Law No.20 of 2003).

Learning at school is inseparable from a teacher. The role of the teacher in teaching and learning activities has a very important position. The role of the teacher becomes one of the factors that can take place in teaching and learning activities in schools. The role of the teacher can be started from the learning planning process, implementing the learning process, until evaluating the learning that has been done.

Learning planning is made to make it easier for teachers to carry out learning specifically by using 2013 Curriculum. Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training. After arranging learning plans, teachers can carry out the learning process. The implementation of the learning process in the classroom certainly refers to the planning of learning that has been made by the teacher. The implementation of the learning process is the process of the interaction between teacher and student. After carrying out learning activities, the teacher can evaluate students. In the role of the teacher in. This evaluation activity is carried out to find out how far students learn and receive lessons during the implementation of learning.

From the three processes above the role of the teacher that has been described, the teacher is expected to be able to develop students' thinking skills in each process. Developing students' thinking skills lies in the teacher's ability to manage learning which is more directed to the realm of knowledge (cognitive) so that it can improve the mindset of students to the HOTS level (High Order Thinking Skill). According to Anas Sudijono (2012: 4950) the cognitive domain is a domain that includes mental activities (brain).

Teachers as professional educators have competencies that teachers must have according to Buchari Alma (2008: 14) stated that a professional teacher has the ability or competence so that professional performance can be realized. The abilities that teachers need to have include; 1) Pedagogic Ability; 2) Personality Ability 3) Social Ability 4). Professional Ability.

Professional educators, should be able to develop HOTS assessment instruments. According to Anderson and Krathwohl (Abdul Majid, 2014: 47) made a revision in 2001 of Blomm's taxonomy at the level of high order thinking skills, thus becoming: a). Remember (Remembering) b) Understanding (c). Applying. D) Analyzing (Analyzing); e) Assess (Evaluating) f.) Creating (Creating).

Although it is known that the role of teachers in schools is very diverse, but based on the experience of researchers found that the role of teachers who should be able to develop students' thinking skills, have not been able to apply it well to learning planning, implementation of learning, and evaluation of learning. Teachers are still fixated on the guidelines or provisions determined by the Minister of Education and Culture in the implementation of learning using the 2013 curriculum. Teachers have not been able to develop guidelines or provisions from the Minister of Education and Culture in accordance with their competencies. The teacher considers that in the 2013 curriculum there are too many rules that are not dynamic so the adjustments are

complicated to apply to students. Therefore, the role of teachers is still low in learning that has used the 2013 curriculum.

To develop students' thinking skills, including teachers in Kaliangkrik 2 state junior high school whose role is still low. Based on the background above, it would be necessary to conduct a study on "The Role of Teachers in Developing HOTS Assessment Instruments (High Order Thinking Skill) in Subject Teachers in Kaliangkrik 2 Public Middle School in Magelang Regency". From this study the researchers wanted to know how the role of the teacher in developing HOTS assessment instruments (High Order Thinking Skill) to be able to better understand and understand.

The following are previous studies that examined the development of HOTS assessment and assessment instruments; 1) Research conducted by Agus Budiman from Yogyakarta State University with a thesis entitled "Development of Assessment Instruments for High Order Thinking Skill (HOTS) in Mathematics Subjects of Class VIII Semester 1", 2) Research conducted by Emi Yuniarti from Semarang State University . In his thesis entitled "Development of an Instrument for Assessment of Citizenship Education in SMP Negeri 3 Doplang".

The focus of the problem in this study will be limited to teacher's role in developing instruments for evaluating High Order Thinking Skill. Then the problem that can be formulated is, "how is the role of Subjects of SMP Negeri 2 Kaliangkrik in developing HOTS assessment instruments", "What are the difficulties faced by SMP 2 Kaliangkrik Subject Teachers in carrying out their role in developing HOTS assessment instruments?"

And " What are the efforts made by the SMP 2 Kaliangkrik Subject Teacher to overcome the difficulties of developing HOTS assessment instruments? ". The purpose of this study is to determine the role of SMP Negeri 2 Kaliangkrik subject teachers in developing HOTS assessment instruments, to find out the difficulties faced by Kaliangkrik SMP Negeri 2 subject teachers, in carrying out their role to develop HOTS assessment instruments and to find out the efforts conducted by Subject Teachers of SMP 2 Kaliangkrik in overcoming difficulties in developing HOTS assessment instruments.

Research Methodology

The research method of this research is descriptive research using a qualitative approach. Based on the type and approach of the research above, the research is expected to be able to reveal the existing information in the form of descriptive data about the Role of Teachers in the Development of HOTS Assessment Instruments (High Order Thinking Skill) in Subject Teachers of Kaliangkrik State Middle School 2. The research subjects in this study were taken purposively. The criteria for the subjects in this study were the Kaliangkrik State Middle School 2 teacher.

The subjects in this study included 15 Subject Teachers of SMP N 2 Kaliangkrik. The techniques used by researchers in collecting data are interviews,

observation and documentation. In this study, researchers used unstructured interviewing techniques, unstructured interviews in this study, so that the answers desired from respondents were not only limited to the questions contained in the interview guidelines, but could be developed more deeply so that interviewers could give birth to new questions until answers were obtained. which is really relevant to the research problem. Observations in this study were carried out by observing the implementation of learning by developing assessment instruments. The documentation in this study uses various teacher documents, namely the Learning Implementation Plan, question grid, and questions. Testing the credibility or validity of the data in this study using triangulation techniques, this test is done by comparing and checking again on the results of interviews between the research subjects and the results of observations obtained with the results of documentation. Data analysis in this study uses inductive analysis. Referring to the qualitative data analysis of the Miles and Hiberma models (Sugiyono, 2014: 246), based on the model there are three steps in conducting data analysis, namely; a) Data reduction, b) Data display (Presentation of data), c) Conclusion drawing / verification (Verification).

Findings and Discussion

Results and Discussion 1) Role of Subject Teachers in State Junior High School 2 Kaliangkrik in Developing HOTS Assessment Instruments a) The Role of Teachers in the Implementation Planning Process Planning the implementation of learning. Based on the results of the documentation that the learning implementation plan contained in the appendix is only for the teacher's hand when teaching in class. The learning implementation plan has not been well structured, in other words the implementation of the learning plan prepared by the teacher includes activities that are often carried out by students or public for the process of implementing learning. b) The role of the teacher in the process of implementing learning there are several teachers who do not carry out what has been prepared and developed in planning the implementation of learning well during the implementation of learning. Therefore the role of teachers is still low in the process of implementing learning. c) The Role of Teachers in the Learning Evaluation Process Evaluation of learning or assessment of learning carried out in each school is almost the same, namely with questions, in the form of writing, essay, or oral that can be applied to test questions, midterm questions, and final semester examinations . The process of evaluating learning or assessment of learning can be carried out during learning and after completion of learning material. The teacher carries out learning evaluations with three kinds of aspects, namely knowledge, skills, and social according to the provisions or rules applied by the 2013 curriculum. Of the 15 Kaliangkrik Middle School 2 subject teachers who are the object of almost all the same researchers. 2) Difficulties Faced by Teachers in Implementing Their Roles to Develop HOTS Assessment Instruments The difficulties that teachers often experience include the following: a.) Ability of Student Thinking The ability of different students' mindset

makes the difficulties of the teacher during the implementation of learning. Difficulties in the ability of students to think differently are common to every teacher, almost all teachers have the same difficulties. The difficulty in question lies in the stages of thinking, students answer not according to the stages targeted by the teacher to reach HOTS. b) Assessment on the 2013 Curriculum Assessment in the 2013 curriculum is carried out in accordance with the provisions made by the Minister of Education and Culture. 2013 curriculum assessment 3)

Efforts Made by Teachers to Overcome Development Difficulties in HOTS Assessment Instruments in Subjects who had difficulty developing their role in developing HOTS assessment instruments made several efforts. The efforts made by each teacher vary. Efforts made include the following: a.) Remedial For students who have not been able to reach the target desired by the teacher that is reaching HOTS, the teacher makes several efforts to solve it. b) Simplifying the understanding of questions In addition to remedies, efforts made by the teacher to develop assessment instruments based on c). MGMP Forum (Subject Teacher Deliberation) Teachers who have difficulty developing HOTS-based assessment instruments can make several efforts. Efforts made by the teacher with the MGMP forum (Subject Teacher Consultation).

Conclusion

Cover Based on the description of the results of the study and discussion of the role of the teacher in the development of HOTS assessment instruments for Kaliangkrik Middle School 2 Subject Teachers, the following conclusions can be drawn. 1) The Role of Kaliangkrik Middle School 2 Teachers in developing HOTS assessment instruments for junior high school students can be identified through the preparation of teacher learning plans that are not in accordance with the format determined by the Minister of Education and Culture and MGMP Teams (Subject Teachers and have not developed an implementation plan learning according to the ability of the teacher, through the implementation of learning by the teacher that has not been in accordance with the planned implementation of learning, and finally through evaluation of learning by the teacher with different development methods, so that the role of teachers in developing HOTS assessment instruments has not been carried out maximally by 2) Difficulties faced by Kaliangkrik Junior High School 2 Subject Teachers in developing HOTS-based assessment instruments for junior high school students in the 2013 curriculum assessment translation, mindset abilities of students who have not been able to reach the HOTS target, pattern ability students think differently. 3). Efforts made by the SMP N 2 Kaliangkrik Subject teacher to overcome difficulties in developing HOTS-based assessment instruments, namely by explaining to students who are not clear, simplifying the understanding of questions, remedies, discussing with the MGMP forum (Subject Teacher Discussion).

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